



# Persuade Me!

## Unit Overview

Animal welfare issues provide an authentic context, audience and purpose for students to develop their persuasive writing skills. Animal welfare issues range from local, national and international levels. The daily actions of every one of us, directly and indirectly affect animals and their welfare. Consequently, there are a vast array of viewpoints, social and ethical dilemmas surrounding animal welfare. Such a context will encourage students to see their writing as meaningful and a useful way to express their opinions, feelings, needs and desires. It is hoped that by seeing learning experiences as relevant and purposeful, students will be more engaged in the writing process. In addition - writing and reading persuasive texts about animal welfare issues will help students develop greater knowledge and understandings of these concepts and therefore support them in becoming informed, responsible and compassionate citizens now and in the future.

**NOTE:** This writing unit has been designed to follow up and reinforce learning from previously explored RSPCA units of learning; as some prior knowledge of animal needs, care and sentience is required to inform these writing experiences. If your students have not had the opportunity to partake in this prior learning, it is recommended that some time is spent on developing knowledge and understandings of the five freedoms and the concept of animals as sentient beings.

### PRIOR KNOWLEDGE RESOURCES

- [!\[\]\(30a147af384f9f71632c2ff17bc706c8\_img.jpg\) Let's ask the Animals – The Association for the Study of Animal Behaviour](#)
- [!\[\]\(9b33568d5c136f08ca688ce48be37574\_img.jpg\) Sentience Mosaic - the science of sentience](#)
- [!\[\]\(8c93063dab026f10e159986b27c41c64\_img.jpg\) What is animal welfare?](#)
- [!\[\]\(8a17676a8da87a4e59299223a765e613\_img.jpg\) Pigs can play video games and chickens can learn from watching TV!](#)
- [!\[\]\(f7fdc7cc047b770fc5fdd2c2137c07d9\_img.jpg\) RSPCA five freedoms](#)
- [!\[\]\(3ca549f0313858650ddae522dc3cfea6\_img.jpg\) RSPCA animal care](#)
- [!\[\]\(b6026cac39735f17b6ea8953e5327900\_img.jpg\) Onekind animal behaviour information](#)
- [!\[\]\(7e162357375a287a75d78d6b99984a4b\_img.jpg\) The Emotional Lives of Animals - YES! Magazine excerpts](#)

## ANIMAL WELFARE ACHIEVEMENT OBJECTIVES

The learning experiences within this unit aim to develop students writing skills and understandings of writing purposes and processes. These experiences also aim to develop the following animal welfare achievement objectives:

- Gain knowledge and develop understandings of each of the five freedoms.
- Gain knowledge and develop an understanding about the needs of animals.
- Gain knowledge and develop understandings of animal sentience.
- Develop an understanding of how human activity and actions can affect animals and their welfare.
- Examine a range of animal welfare issues and identify the different viewpoints in relation to them.
- Begin to appreciate the social and ethical dilemmas surrounding the scientific and commercial use of animals.
- Understand that we are frequently faced with moral dilemmas and that people hold different opinions.
- Develop a sense of responsibility for all living things and recognise that people need to treat animals with care and sensitivity.
- Develop and show attitudes of kindness, respect and responsibility.

### Australian Curriculum

#### General Capabilities (levels 2 – 4)

It is recommended that you chose 1 or 2 General Capabilities to focus on as you teach the unit. A learning opportunity for each element has been included as a starting point.

Element		Learning Opportunity
<b>PERSONAL AND SOCIAL CAPABILITY</b>	<b>Self management</b> <ul style="list-style-type: none"> <li>• Develop self-discipline and set goals</li> <li>• Work independently and show initiative</li> <li>• Become confident, resilient and adaptable</li> </ul>	Provide opportunities throughout the unit of learning for students to self manage their own learning.
<b>ETHICAL UNDERSTANDING</b>	<b>Understanding ethical concepts and issues element</b> <ul style="list-style-type: none"> <li>• Recognise ethical concepts</li> <li>• Explore ethical concepts in context</li> </ul>	Identify the ethical concepts raised throughout this unit of learning.  Undertake discussion as students explore the ethics involved.

## ENGLISH



## YEAR 2

**Text Structure And Organisation**

- Understand that different types of texts have identifiable text structures and language features that help the text serve its purpose (ACELA1463)

**Expressing And Developing Ideas**

- Understand the use of vocabulary about familiar and new topics and experiment with and begin to make conscious choices of vocabulary to suit audience and purpose (ACELA1470)

**Interpreting, Analysing, Evaluating**

- Identify the audience of imaginative, informative and persuasive texts (ACELY1668)

**Creating Texts**

- Create short imaginative, informative and persuasive texts using growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the audience and purpose (ACELY1671)
- Re-read and edit text for spelling, sentence- boundary punctuation and text structure (ACELY1672)

## YEAR 3

**Text Structure And Organisation**

- Understand how different types of texts vary in use of language choices, depending on their purpose and context (for example, tense and types of sentences) (ACELA1478)

**Expressing And Developing Ideas**

- Learn extended and technical vocabulary and ways of expressing opinion including modal verbs and adverbs (ACELA1484)

**Interpreting, Analysing, Evaluating**

- Identify the audience and purpose of imaginative, informative and persuasive texts (ACELY1678)

**Creating Texts**

- Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print, and multimodal elements appropriate to the audience and purpose (ACELY1682)
- Re-read and edit texts for meaning, appropriate structure, grammatical choices and punctuation (ACELY1683)

**Texts In Context**

- Identify the point of view in a text and suggest alternative points of view (ACELY1675)

## YEAR 4

**Text Structure And Organisation**

- Understand how texts vary in complexity and technicality depending on the approach to the topic, the purpose and the intended audience (ACELA1490)

**Expressing And Developing Ideas**

- Incorporate new vocabulary from a range of sources into students' own texts including vocabulary encountered in research (ACELA1498)

**Language For Interaction**

- Understand differences between the language of opinion and feeling and the language of factual reporting or recording (ACELA1489)

**Interpreting, Analysing, Evaluating**

- Identify characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text (ACELY1690)

**Creating Texts**

- Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features (ACELY1694)
- Re-read and edit for meaning by adding, deleting or moving words or word groups to improve content and structure (ACELY1695)

**YEAR 5****Text Structure And Organisation**

- Understand how texts vary in purpose, structure and topic as well as the degree of formality (ACELA1504)

**Expressing And Developing Ideas**

- Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts (ACELA1512)

**Language For Interaction**

- Understand how to move beyond making bare assertions and take account of differing perspectives and points of view (ACELA1502)
- Understand that patterns of language interaction vary across social contexts and types of texts and that they help to signal social roles and relationships (ACELA1501)

**Interpreting, Analysing, Evaluating**

- Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text (ACELY1701)

**Creating Texts**

- Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience (ACELY1704)
- Re-read and edit student's own and others' work using agreed criteria for text structures and language features (ACELY1705)

**YEAR 6****Text Structure And Organisation**

- Understand that cohesive links can be made in texts by omitting or replacing words (ACELA1520)

**Expressing And Developing Ideas**

- Understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups/phrases (ACELA1523)

**Interpreting, Analysing, Evaluating**

- Analyse how text structures and language features work together to meet the purpose of a text (ACELY1711)

### Creating Texts

- Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience (ACELY1714)
- Re-read and edit students' own and others' work using agreed criteria and explaining editing choices (ACELY1715)

### Language For Interaction

- Understand the uses of objective and subjective language and bias (ACELA1517)

## YEAR 7

### Text Structure And Organisation

- Understand and explain how the text structures and language features of texts become more complex in informative and persuasive texts and identify underlying structures such as taxonomies, cause and effect, and extended metaphors (ACELA1531)

### Expressing And Developing Ideas

- Understand how modality is achieved through discriminating choices in modal verbs, adverbs, adjectives and nouns (ACELA1536)
- Analyse how point of view is generated in visual texts by means of choices, for example gaze, angle and social distance (ACELA1764)

### Interpreting, Analysing, Evaluating

- Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose (ACELY1721)

### Creating Texts

- Plan, draft and publish imaginative, informative and persuasive texts, selecting aspects of subject matter and particular language, visual, and audio features to convey information and ideas (ACELY1725)
- Edit for meaning by removing repetition, refining ideas, reordering sentences and adding or substituting words for impact (ACELY1726)

## YEAR 8

### Text Structure And Organisation

- Analyse how the text structures and language features of persuasive texts, including media texts, vary according to the medium and mode of communication (ACELA1543)

### Interpreting, Analysing, Evaluating

- Analyse and evaluate the ways that text structures and language features vary according to the purpose of the text and the ways that referenced sources add authority to a text (ACELY1732)

### Creating Texts

- Create imaginative, informative and persuasive texts that raise issues, report events and advance opinions, using deliberate language and textual choices, and including digital elements as appropriate (ACELY1736)
- Experiment with text structures and language features to refine and clarify ideas to improve the effectiveness of students' own texts (ACELY1810)





## RESOURCES AND MATERIALS

### SUPPORTING RESOURCES

- [RSPCA Approved Farming](#)
- [BBC Revision Bite – writing to argue](#)
- [BBC Revision Bite – writing to persuade](#)
- [BBC Revision Bite – writing to advise](#)
- [Scholastic’s persuasive writing mini lesson](#)
- [Sparklebox – persuasive writing](#)
- [The art of persuasive writing: a few pointers](#)
- [Interactive letter writing game](#)
- [Interactive postcard creator](#)
- [Interactive letter writer](#)

### DOWNLOADABLE RESOURCES

- [Persuasive writing PowerPoint](#)
- [Texts to support persuasive writing](#)
- [Example of persuasive text](#)
- [Persuasion planning map – exemplar](#)
- [Working animal images](#)
- [Persuade self assessment checklist](#)
- [Persuasion treasure hunt](#)
- [Exploring animal welfare issues with Edward de Bono’s six thinking hats](#)
- [PMI Chart template](#)
- [Persuasion planning maps](#)
- [Persuasive letter template](#)
- [Animal welfare persuasive speech rubric](#)
- [Where are the five freedoms?](#)
- [What is Good Welfare for Farm Animals?](#)
- [Animals for entertainment and sport](#)
- [Animals as a resource](#)



**WARNING: SOME IMAGES IN THESE RESOURCES MAY DISTURB**



## LEARNING EXPERIENCES

It is intended that teachers will adapt these units to suit the needs of students in their class.

### Lesson notes

Before they begin writing, it is important for students to first explore and gather information about the animal welfare issue they will be writing about. Students can use a range of tools and strategies to inform and plan their persuasive text, below are some examples:

[✍ Exploring animal welfare issues with Edward de Bono's six thinking hats](#) encourages students to look at issues from different perspectives. Examining the opposing views is particularly powerful, as it allows students to better decide how to counter opposition within their persuasive text.

The [✍ PMI Chart template](#) helps students look at the 'whole picture' of an animal welfare issue. Students can look at the positives, the minuses and interesting factors. Organising their thoughts in this way will help them decide whether they agree or disagree on the issue. This will then help to inform writing their argument for or against.

The [✍ Persuasion planning maps](#) are templates that enable students to map out their arguments for a persuasive text. Students begin by drafting their introduction – determining their goal or thesis. They then identify three reasons to support their argument, and three facts or examples to support each reason, followed by their conclusion.

Teachers may find this [📖 Persuasion planning map – exemplar](#) helping during shared writing and modelling times.

Teachers may also find this [📖 Example of Persuasive Text Exemplar](#) helpful for shared writing and modelling times.

### 1. Animal Welfare Prior Knowledge

This writing unit has been designed to follow up and reinforce learning from previously explored RSPCA units; as some prior knowledge of animal needs, care and sentience is required to inform these writing experiences.

If your students have not had the opportunity to partake in this prior learning, it is recommended that some time is spent on developing knowledge and understanding of the five freedoms and the concept of animals as sentient beings. The following resources will support the introduction and exploration of these concepts:

[✍ Let's ask the Animals – The Association for the Study of Animal Behaviour](#)

[✍ Sentience Mosaic - the science of sentience](#)

[✍ What is animal welfare?](#)

[✍ Pigs can play video games and chickens can learn from watching TV!](#)



## LEARNING EXPERIENCES Continued

- [📖 RSPCA five freedoms](#)
- [📖 RSPCA animal care](#)
- [📖 Onekind animal behaviour information](#)
- [📖 The Emotional Lives of Animals - YES! Magazine excerpts](#)
- [📖 What is Good Welfare for Farm Animals?](#)

### 2. Persuasive Writing Recap

Begin by recapping the purpose, processes and strategies of persuasive writing, with the [📖 Persuasive writing PowerPoint](#). The [✍ Persuasion treasure hunt](#) is a fun way for students to find real-life examples of the concepts covered in the [📖 Persuasive writing PowerPoint](#). For homework, students must find an example of something persuasive to share the following day. It can be an article from the newspaper, a letter to the editor,

a movie or book review, a commercial, an advertisement in a magazine or newspaper, even a photograph of a billboard they have seen. Once they have found their persuasive example, they must answer the questions listed on the [✍ Persuasion treasure hunt](#) hunt activity sheet.

The following video, produced by 'Education with Vision', is a great, humorous introduction to persuasive writing. It helps students understand some of the key aspects of a persuasive argument, along with some real-life examples: [✍ The art of persuasive writing: a few pointers](#).

The BBC Revision Bite offers mini lessons, games and links that support the learning of [📖 writing to argue](#), [📖 writing to persuade](#) or [📖 writing to advise](#).

[📖 Scholastic's persuasive writing mini lessons](#) provide students with interactive practice at using transitional words and supporting examples in persuasive texts.

[📖 Sparklebox.co.uk - persuasive writing](#) has a collection of persuasive writing templates. There is also a selection of banners, posters and word cards for displays.

Share and discuss the [✍ Persuade self-assessment checklist](#). You could display an A3 size copy of it near the teaching area; it can then be referred to during modelling, shared writing, conferencing and sharing times throughout the writing unit. All students will then be familiar with the success criteria and writing language before they begin their independent writing.

Each student could also have his or her own copy of the [✍ Persuade self-assessment checklist](#) could be glued into their draft writing books alongside their writing, e.g. the checklist is on the left page and they write on the right page. Encourage students to then refer to this throughout their writing times.



## LEARNING EXPERIENCES Continued



### 3. Animal Welfare Persuasive Writing Topics And Prompts

Begin by engaging and motivating students with the following animal welfare and sentience related information:

[📖 Farm animals and us](#)

[📖 Farm animals and us \(2\)](#)

[📖 Share the world](#)

[📖 This video is an experiment](#)

The following list of persuasive writing topics and prompts are suggestions and are in order of complexity. You may choose to re-word or adapt them to suit the level of your students. You may have some of your own that you prefer to use or perhaps you allow your students come up with their own.

#### Read each of the statements. What's your opinion? Do you agree or disagree?

- We should / should not have a classroom pet.
- Students should / should not be allowed to bring their pets to school with them.
- We should / should not have a school pet.
- People should / should not have to sit a 'responsible pet owner' test to gain a license before they are allowed to own a pet.
- It should / should not be compulsory that all cats and dogs are micro-chipped.
- It is / isn't cruel to neuter and spay (desex) domestic dogs and cats, they should/should not be free to have as many puppies and kittens as they want.
- Caring for Australia's lost, abandoned, injured or abused animals, should/should not just be the responsibility of RSPCA, not/but the responsibility of all Australians.
- It should/should not be compulsory that all adults in Australia have to donate a minimum of \$1.00 every week to a charity organisation.
- People should/should not be allowed to keep exotic animals like elephants, chimpanzees or tigers as pets.
- Many people have a close relationship with their pets. These people treat their dogs, birds, cats, or other animals as members of their family. Such relationships are/are not healthy? Why or why not?
- I believe/don't believe that all animals have the capacity to feel pain, fear and distress, therefore people need/do not need to treat all animals with care and sensitivity.
- Farm animals should/should not be free to express their normal behaviour.
- I believe/do not believe that in order to have a cheap and plentiful supply of food, farm animals need to be managed in systems where productivity and efficiency take precedence over welfare.
- I agree/disagree that zoos have saved a few animals that were in danger of dying out by helping them breed. I believe/do not believe that it would be better to use the money to protect the habitats where the animals live.

## LEARNING EXPERIENCES Continued



- I agree/disagree that if some marine animals were not kept in captivity, most people would never get to see them in real life and this wouldn't be fair.
- The hunting of wild animals with dogs should/should not be banned.
- I believe/do not believe that recycling our rubbish and waste can directly improve the lives of animals.
- The use of animal experiments to safety- test cosmetic products is/is not justified.
- I would/would not rather buy a 'cruelty- free' product than one tested on animals.
- People should/should not eat an animal's meat.
- It is right/wrong for zoos to confine wild animals in small habitats that do not give them enough space or the ability to live like they would in their natural habitat.
- I believe that farm animals are different/the same as pet animals, therefore it is okay/not okay to treat them differently.
- I believe that animals should not receive any rights because they cannot speak or interact like humans or I believe all living beings, including animals, have certain rights, including the ability to live their lives without the fear of poachers and hunters.

### 4. Persuading The Principal

This learning experience provides students with the opportunity to write a persuasive letter to their principal, encouraging him or her to allow them to implement their chosen animal well- being initiative for their school.

Introduce the concept of persuasive letter writing. Ask students to brainstorm reasons why people write letters. Focus on the idea of writing letters to influence someone's opinion or effect change in the community.

Use letters to the editor in a newspaper or magazine as examples of sharing one's opinion, attempting to influence others' opinions, and encouraging community change.

Teachers may like to introduce the concept of letter writing to their students by reading or watching the story [📖 The Gardener by Sarah Stewart](#). Teachers can explain to their students that this is the story of a little girl who goes to live with her uncle in the city when her father loses his job, and that the story is written through her letters home. Students can take note of the different parts Sarah Stewart includes in the letters she sends. As they identify the components, the labels can be recorded on a chart for students who do not know them:

**Heading:** Includes the address and the date. In some cases, it is OK to just write the date.

**Greeting:** The greeting usually starts with 'Dear' and is followed the person's name and then a comma.

**Body:** After skipping a line, you begin the body of your letter. Indent for each new paragraph.

**Closing:** The closing includes a short capitalised expression such as 'Sincerely' or 'Love' and is followed by a comma. Skip a line after the body before writing your closing.

**Signature:** You sign your name beginning directly below the closing.

## LEARNING EXPERIENCES Continued



Sometimes you may add a **postscript** at the end of your letter. You write P.S., add a note and then end it with your initials.

Display the chart for reference in following sessions.

Students may like to practise how to write concise, well-worded letters that are set out correctly, using this [✍ Interactive letter writing game](#).

Once students have been introduced to letter writing, tell students they will have the opportunity to write letters to the most influential person in their immediate community... their principal, about allowing them to implement an animal wellbeing initiative within school.

Remind students that one of the purposes for writing persuasive letters is to effect change and that they will have the opportunity to do so in making their school more animal friendly. Ask students to brainstorm possible animal wellbeing initiatives for their school to implement, for example:

- Designing, constructing and hanging birdfeeders around the school
- Design and create a bird and bee 'sanctuary' garden
- Construct a donation box, where people can donate blankets, towels, toys for RSPCA animals
- Create a school mural of the five freedoms. This will act as a reminder for everyone that walks past it
- Organise a fundraising casual clothes day, school disco or animal art sale to raise funds for RSPCA
- Participate in RSPCA's Cupcake Day fundraiser

Ask students to examine the initiative list, thinking about the elements of effective persuasive writing previously discussed during the 'persuasive writing recap session(s)'. You may narrow down the list considering the feasibility of the topics. Some questions to consider asking students during this discussion include the following:

**Audience:** Considering that the audience for your letter will be the principal, which topics are appropriate and not appropriate? Which issues from our list will the principal have the power to change? Which issues is the principal most likely (or least likely) to address?

**Factual support:** For which topics can you come up with strong, convincing factual support? What are some examples of factual support that you can think of for each particular topic?

**Ethos:** Do you have the credibility or authority to write about a particular topic? Why or why not? What gives you this credibility or authority? Why do you believe that the principal should listen to your argument on this issue?

Place students in collaborative writing groups. Allow each group to select their own animal wellbeing initiative.

Once students are in their groups, tell them they will be spending some time exploring their animal wellbeing initiative before planning and writing their letters to the principal. Groups can use a range of tools and strategies to inform and plan their persuasive text, below are some examples:

[✍ Exploring animal welfare issues with Edward de Bono's six thinking hats](#) encourages students to look at issues from different perspectives. Examining the opposing views is particularly powerful, as it allows students to better decide how to counter opposition within their persuasive text.



## LEARNING EXPERIENCES Continued

[✍️ PMI Chart template](#) helps students look at the 'whole picture' of an animal welfare issue. Students can look at the positives, the minuses and interesting factors. Organising their thoughts in this way will help them decide whether they agree or disagree on the issue. This will then help to inform writing their argument for or against. After completing the information gathering phase, groups can begin planning their persuasive letters to the principal. Ask students to discuss which reasons recorded on their planners are the most specific and convincing. Tell them to then circle their strongest reasons and ensure they include these in their letter.

Provide groups with one of the [✍️ Persuasion planning maps](#), have students complete the first section ("Goal or thesis"). The goal or thesis is the position that the group is taking on the topic. Students should then enter their strongest reasons, facts and examples to support each reason.

Allow students time (approximately 20-30 minutes) to complete their planning maps.

Students may find the [✍️ Persuasion planning map exemplar](#) helpful as a guide.

When students complete their maps, they should use the rest of the time to start writing their letters to the principal using their maps as guides.

Students may find the [✍️ Persuasive letter template](#) useful.

Students should spend the first half of the following session writing their draft letters. Allow time for revising and editing. Explain to students that revising is making decisions about how they want to improve their writing; looking at their writing from a different point of view; and picking places where their writing could be clearer, more interesting, more informative and more convincing. Then explain to students that editing is making corrections to spelling, capitalisation, punctuation, grammar, sentence structure, subject/verb agreement, verb tense, and word usage.

A member from each group could read their group's letter aloud to the class. Then ask the audience to review and discuss the letter. Groups can then revise their letters based on the feedback from their peers.

Direct groups to the [✍️ readwritethink interactive letter generator](#) and go over instructions for using the website. Have students enter their names (each group enters all group members' names) on the opening screen. If students are unfamiliar with the layout of a business letter, have them click on 'See the Parts of a Letter' then click on sections of the letter.

After students print or publish their letters, provide each group with an envelope. Either collect the envelopes to deliver to the principal later or send individual students to the school office to deliver them.

When all group letters are complete, bring the class together to discuss the lesson. Some questions to consider asking students during this discussion include the following:

- How do you think that the principal will respond to your letter? Why?
- What makes your group's letter persuasive? If you were the principal, what would you do upon reading your letter?
- In what other situations could you use persuasive letter writing? Why would this be an effective method for dealing with these particular issues or problems?

### Extensions

Arrange with the school principal to respond to students' letters. S/he could write response letters to each group or visit the class to discuss the letters.

Have students create action plans. They could write follow-up letters or create multimedia presentations for the principal on how they propose to implement their initiative outlined in their persuasive letters.

## LEARNING EXPERIENCES Continued



### 5. Persuading Parents

Using the above 'Persuading the Principal' format, students write to convince their parents or caregivers why they should adopt a companion animal from RSPCA.

### 6. Animal Welfare Persuasive Essay

In this learning experience, students select and explore an animal welfare issue that is relevant to them. After gathering information about the issue and using one of the planning tools such as: [✍ Exploring animal welfare Issues with Edward de Bono's six thinking hats](#) or the [✍ PMI Chart template](#), students plan out their essay using one of the [✍ Persuasion planning maps](#). They then use the planning maps to inform their writing. Students may find the [✍ Persuasion planning map exemplar](#) helpful as a guide.

As a whole class, brainstorm issues that could be used in writing a persuasive essay about animal welfare. Remind students that one of the purposes for writing persuasively is to effect change and that they will have the opportunity to do so for an animal welfare issue that is important to them. Create a list of their ideas.

Examine the topic list, thinking about the elements of effective persuasive writing previously discussed during the 'persuasive writing recap session(s)'. You may narrow down the list considering the feasibility of the topics. Some questions to consider asking students during this discussion include the following:

**Audience:** Consider who the audience for your letter will be, which topics are appropriate and not appropriate? Which issues from our list will they have the power to change? Which issues are they most likely (or least likely) to address?

**Factual support:** For which topics can you come up with strong, convincing factual support? What are some examples of factual support that you can think of for each particular topic?

**Ethos:** Do you have the credibility or authority to write about a particular topic? Why or why not? What gives you this credibility or authority? Why do you believe that your audience should listen to your argument on this issue?

Once the class has finalised the list of possible topics, each student can select one topic that they are interested in researching further and writing about. Students should each create a list of ideas and questions specific to their chosen topic - what information do they already know about the topic? What do they want to find out about?

Have students begin researching their selected topic to gather some general background knowledge about the issue. Students can research their topic using internet resources, print resources, or both and record their information on visual diagram/planner such as [✍ Exploring animal welfare Issues with Edward de Bono's six thinking hats](#) or the [✍ PMI Chart template](#).



## LEARNING EXPERIENCES Continued

Before beginning a first draft of their essays, have students use one of the [✍ Persuasion planning maps](#) as a prewriting activity. Using their completed maps, students can then begin writing a first draft of their essays. They should be reminded to refer to their [✍ Persuade self- assessment checklist](#) as they write.

Once students have completed their final essays, they could share them with the class and discuss or debate the topics. Students can also examine the essays to see which ones do the best job of persuading the audience and why.

### Extensions

Encourage students to write their essays in the form of a letter and send them to a particular person or organisation that has an interest in the specified topic. Students may find the [✍ Persuasive letter template](#) useful for this.

## 7. Persuading The Public

Using the above 'Animal Welfare Persuasive Essay' format, students write to convince the public why:

- RSPCA is the best place to adopt a pet from They should have a veterinarian neuter or spay their cat(s) or dog(s)
- Why they should ensure their pets are micro- chipped
- Why they should provide their companion animals with the five freedoms

## 8. Letters To An Editor

Students write a persuasive letter to the editor of a newspaper, focusing on a current local or national animal welfare issue and requesting a specific action or response from readers.

Ask students to share any experiences that they have with letters to the editor of newspapers or magazines that they read.

Pass out newspapers to the class; give students a few minutes to skim through the letters, and jot down characteristics that they see in the letters.

Gather the class and ask them to share the characteristics that they have noted. Record their observations on the board or on chart paper.

Be sure that students notice the connections between some letters and the various articles in the newspaper. Some letters directly respond to previously published articles, others respond generally to topics covered in the newspapers, and some focus on general issues of interest to the newspaper's readers.





## LEARNING EXPERIENCES Continued

If necessary, ask questions such as the following to guide students' observations:

- What did you notice about the organisation of the letters to the editor?
- How were details used in the letters?
- What kinds of details were used?
- How do the letters persuade their readers?
- Which letters seemed best?
- What is the difference between an acceptable letter and a great letter?

[Write Letters to the Editor at Wikihow](#) is a useful reference resource for students. It explains how to prepare to write your letter, writing your letter to the editor, perfecting your letter to the editor, avoiding common pitfalls and a sample letter.

Emphasise that students will have the opportunity to choose animal welfare topics that interest them for their letters, perhaps even a topic based on an animal welfare related article that they find in a current issue of the newspaper.

Using the above 'Persuading the Principal' format, students then write a persuasive letter to the editor of a chosen newspaper, focusing on a current local or national animal welfare issue and requesting a specific action or response from readers.

Students may find the [Persuasive letter template](#) useful.

### 9. An Animal's Voice

Reading (or watching online) the story [Click, Clack, Moo Cows that Type](#) could be a fun way to begin this learning experience.

**NOTE:** The story is about Farmer Brown, who is dumbfounded when his cows discover an old typewriter in the barn and begin experimenting ("All day long he hears click, clack, moo. Click, clack, moo. Clickety clack moo"). Things really get out of hand when the cows began airing their grievances. When Farmer Brown denies the cows' requests, they decide to go on strike. With help from a neutral duck mediator, the exasperated Farmer Brown finally makes concessions. But, much to his dismay, the cows are not the only creatures that can type...

Explain to students that they will be writing a persuasive letter in the voice of an animal who wants or needs something from a human - like the cows in the book.

Recap and create a list with students of persuasive words and persuasive techniques. Ask students: How do you convince someone to give you something they have never thought to give you? What kinds of words do you use? What kind of tone do you use? Discuss ideas and put them on the list for students to refer to as they write their drafts.

Students, imagine that they are an animal with a reason to write. Explain that 'they' want or need something as badly as those cows wanted the electric blankets - or perhaps quite a bit more! And attempt to be as persuasive as they can.



## LEARNING EXPERIENCES Continued

Students draft a letter as their chosen animal, to a human, using good persuasive techniques as they craft their words carefully.

Before writing their final drafts, have students peer assess each others' draft letters, using the [✍ Persuade self-assessment checklist](#) and then suggesting any additional ideas for persuasive techniques.

### Possible topics

Students visit the animals for adoption section of their local RSPCA's website, choose an animal and write heartfelt, persuasive letter on their behalf to potential adopters as to why they should adopt them. These letters could then be shared with RSPCA and actually used in campaigns to help these animals find their forever homes.

Students select or are given an animal character from one of the image collections (below). Students will then examine the image, perhaps do some research on the situation the animal is in, and brainstorm ideas to include in their letter. Students then assume the character of the animal in their image. They will imagine what the animal is experiencing, what they think, how they feel and then write a letter as that animal to humans - expressing how they feel, their needs, their wants, how those humans can help them and persuading them to then take action to do so.

[Where are their five freedoms?](#)

[Working animal images](#)

[Animals for entertainment and sport](#) **(WARNING: SOME IMAGES MAY DISTURB)**

[Animals as a resource](#) **(WARNING: SOME IMAGES MAY DISTURB)**

## 10. Speechmakers

Introduce the concept of speechwriting to students. Ask them to brainstorm a time when they have heard someone give a speech (e.g. school assembly, sports prize giving, church, wedding, birthday or another type of celebration) Talk about why people make speeches.

Using either individual computers, or one with a projector, go to [📖 Speechwriting](#). Read aloud (or play the audio for) the homepage and the [📖 Write It page](#). In addition, show students the [📖 Tips From the Pros page](#).

Discuss with students what you have read and talk about the characteristics of an effective speech.

For more information and practice, students may like to visit - [📖 BBC Revision Bite - speaking and listening revision](#).

Hand out the [✍ Animal welfare persuasive speech rubric](#) and explain to students that they will be using these characteristics to evaluate each others' speeches. Review the seven areas that they will evaluate and explain the four-point scale. You may want to go over some of the more complicated terms on the rubric, such as what is meant by "expressive" speech.



## LEARNING EXPERIENCES Continued

**NOTE:** Teachers and students may like to adapt/re-write the rubric criteria to reflect their particular focus or level.

Before beginning their first draft, have students use one of the [✍️ Persuasion planning maps](#) as a prewriting activity. Students can then use their completed planning map to inform the writing of the first draft of their speech. They should be reminded to also refer to their [✍️ Persuade self-assessment checklist](#) and/or [✍️ Animal welfare persuasive speech rubric](#) as guides.

Access [📖 Scholastic speechwriting](#) and [📖 Scholastic - say it](#) and talk to students about the importance of rehearsing their speeches. Spend some time reviewing how to mark up a speech. Teachers may want to model this, by handing out or displaying a marked up speech script, and then delivering it to class, students have to listen really carefully, whilst following the written script, to try to identify the meanings of the symbols used.

Give students time to rehearse their speeches (even if they are still drafts) and encourage them to mark it up as described at [📖 Speechwriting](#). Depending on the needs and abilities of your class, you may want to have students practice alone or with a partner. Inform students that they will be presenting their speeches to a small group and encourage them to practice at home that evening.

Once students have proof-read, edited, marked up and rehearsed their speeches, it is time for them to attempt to convince classmates...

You may choose to have students share and present to the whole class, or divide the class into small groups. Either way, if this is a new activity for them, explain the expectations – demonstrate respect for other speakers by listening carefully, and not commenting until the speaker is finished. If students are in small groups, you could appoint one student to be the group supervisor or manager; they will contact the teacher if there are any problems following these procedures.

While each group member is giving their speech, one other member will be assessing the speech using the [✍️ Animal welfare persuasive speech rubric](#). A different group member could complete the rubric for each speech. Make sure each student is clear on who will be completing the rubric for whom (you might want to prepare a list in advance). The other members of the group will be listening carefully and should be prepared to give verbal feedback.

Allow students time to present their speeches to their small group. Give the group a few minutes to discuss each speech before moving on to the next one.

When the speeches are complete, bring the class together to discuss them. Questions to consider include: What made a particular speech more effective than another? What did they learn? Who would they vote for from their group and why? Collect the rubrics at the end of the class.

You can also have students record their speeches for your class or school website – the more people who hear our young animal advocates the better!



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